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FACULTY PROFESSIONAL DEVELOPMENT MADE EASY

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OUTSIDER LOOKING IN PROFESSIONAL DEVELOPMENT PROGRAMS ARE…

- **Disorganized**
  - Incomplete plans
  - Lack of evidence
  - Misunderstood

- **Disconnected**
  - From annual evaluation
  - Student Outcomes Tracking

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TODAY'S MISSION

- What are examples of in-service and professional growth activities?

- How can I use the professional development process as a mechanism to improve campus outcomes?

- What can I use to easily and effectively manage my institution's faculty development program?

- Where can I find high quality low-cost or no-cost professional growth opportunities for my faculty?

ACICS CRITERIA

3-1-543. Faculty Development. Institutions are required to establish faculty development plans including ***both in-service and professional growth activities*** to enhance faculty expertise. There shall be documented evidence on an ***annual*** basis of these development plans and their implementation. For those faculty who are trained in teaching methodology on the postsecondary level and who possess limited related outside employment, the plan should concentrate on content update, e.g., new software, equipment, techniques, etc. Institutions are responsible for ***demonstrating that these plans are appropriate given each faculty members' training, education, and related work experience*** and that they provide the proper mix of in-service training and professional growth based on the academic and experiential background of the faculty.

ACICS DEFINITION: IN-SERVICE TRAINING

Special planned and systematic experiences sponsored by an institution and related to curriculum and instruction that affect the *majority of the faculty* in a collective fashion. In-service education has as its major goal

the updating of teachers in (1) subject matter, (2) curriculum concepts, (3) new theories and techniques of instruction, and (4) new educational media. The most common activity is a lecture by an outside speaker on a subject related to curriculum, the institution, or a societal issue.

(Hint: If it can <u>in</u>clude everybody, it is probably <u>in</u>-service)

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ACICS DEFINITION: PROFESSIONAL GROWTH

The process by which employees gain knowledge and skills which enhance their expertise. Professional growth may be accomplished through a combination of the following activities: *membership and participation in educational associations, professional organizations, continuance of education, concurrent related business experience, educational research, and awareness of current practices and standards. Attendance at seminars, conventions, field visits, vendor shows, equipment exhibits,* etc., are excellent opportunities for instructors to gain enrichment. Professional writing by an instructor is also an example of professional growth.
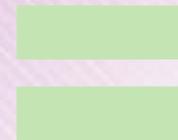
TEST YOUR KNOWLEDGE
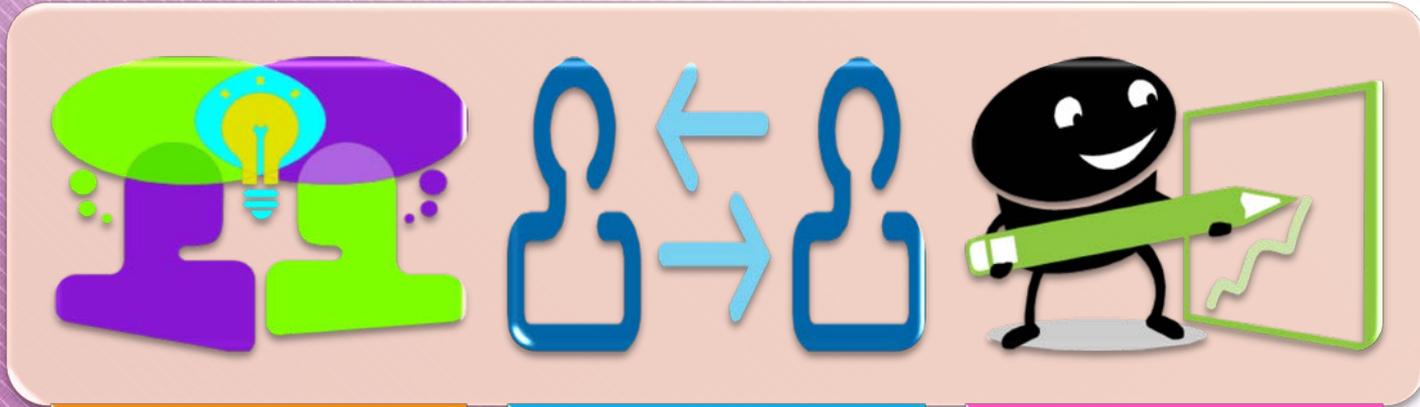
Think

Pair

Share

WHY THE GUM?

Extra attention to Professional Development

+

Extra diligence to alignment of activities

=

Extra retention % points

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BENEFITS OF DEVELOPING THE FACULTY

- Enables practitioners to teach

- Improved student outcomes

- Higher student retention and engagement

- Stronger curriculum

- Increased loyalty

- Required!

RESEARCH SHOWS THAT DEVELOPING FACULTY IMPROVES STUDENT OUTCOMES

- During 2003-2007, the Building Engagement and Attainment for Minority Students (BEAMS) project fostered data-based campus change initiatives at more than 100 colleges and universities. *The results overwhelmingly supported the fact that data and research-based faculty development programs are one of the best means to increase student engagement and success.*

- According to Phillips and Campbell, "In a study done at 14 institutions involving over 900 faculty, 61% stated that they had introduced a new technique or approach in their teaching as a result of being involved in [a] faculty development program. Of these, **89% stated that it had improved their teaching effectiveness in some way"** (2005, p. 59).

WHO NEEDS PROFESSIONAL DEVELOPMENT

Everybody **NEEDS** Professional Development but only that following are required by ACICS to have a Professional Development plan and provide evidence of Professional development

- Faculty

- Librarian

- Director of Financial Aid

PROFESSIONAL DEVELOPMENT CYCLE

Submitted CAR; reviewed CEP

Identify faculty development needs (winter)

Evaluate effectiveness of development activities (fall)

Select appropriate development activities (spring)

Complete and document activities (summer)

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IDENTIFY FACULTY DEVELOPMENT NEEDS

- Background and experience

- Formal education

- Credentialing requirements

- Survey results

- Annual evaluation results

- Self-evaluation

- *Look for a match between what the faculty needs and what the campus needs*

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# SELECT APPROPRIATE DEVELOPMENT ACTIVITIES
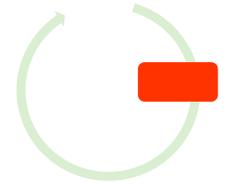
- Includes both in-service and professional growth opportunities

- Customized for each faculty member

- Appropriate for their teaching assignment or role on campus

- Relates to their development needs

COMPLETE AND DOCUMENT ACTIVITIES
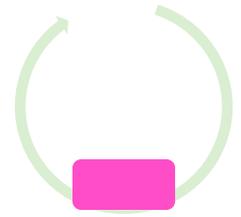
- Schedule activities throughout the year

- Host several activities on campus

- Always obtain evidence of attendance/completion

- Upload evidence into a Professional Development portal or SharePoint as activities are completed

- Revise activity plans throughout the year as necessary

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EVALUATE EFFECTIVENESS OF DEVELOPMENT ACTIVITIES
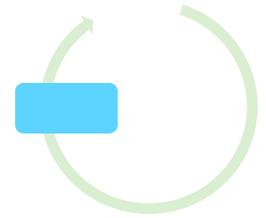
- Credentialing completed

- Improved student outcomes or retention

- Improved student satisfaction scores

- Increased self-confidence

- Willingness to diversify or assist in new areas

- Improved annual evaluation results

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KEYS TO CREATING AN EFFECTIVE PROFESSIONAL DEVELOPMENT PROGRAM

- Obtain faculty buy-in

- Make the process easy to administer

- Tie it to the Annual Performance Evaluation

- Be consistent and flexible

- Reward active participation

- Encourage faculty with similar goals to attend activities together

- Make all forms electronic, easy for faculty to modify, and easy for managers to track.

- Create a faculty portfolio location on your employee portal or LMS

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NO COST OR LOW COST PROFESSIONAL GROWTH ACTIVITIES

Activities	Evidence
Visit graduate job sites	Business card; letter or email from employer; write up about advancements
Read industry publications	Copy of mailing label
Continuing education or Open courses	Transcript; evidence of completion
Webinar	Attendance certificate; copy of registration email
Research a topic of interest	Published Paper; Meeting minutes where info was shared with faculty
Membership to a professional society	Membership card
Current work experience	Evidence of employment; name badge; letter from employer
Participation at a Publisher/vendor forum	Email confirmation, meeting agenda; name tag
Competitive analysis	Report of findings

FREE PROFESSIONAL DEVELOPMENT RESOURCES

- http://www.ascd.org/professional-development/webinars/ascd-webinar-archive.aspx

- https://www.coursera.org/courses?cats=teacherpd

- http://facultydevelopment.merlot.org/

- http://www.openculture.com/

- http://www.skilledup.com/

- https://redhoop.com/

- Profession Development List of Topics.docx

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FINAL THOUGHT

A successful Professional Development program improves the quality of the education you are providing to students.

It is not be about pleasing ACICS.

It is about the on-going development of one of our greatest assets – your faculty.

QUESTIONS?

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